



Executive Summary

Achievements

Concerns and Challenges

Progress by Work Plan Activity

Looking Ahead



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SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY Quarterly Program Report for the Period April-June 2005



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1. Executive Summary

The quarter was filled with activity in all component areas. During the last week of June, the staff paused to reflect on and consolidate ideas for next year's annual plan before heading into the vacation period. Each component has solid achievements leading to the goal of "*preparing today's students for tomorrow's workforce*," the project motto.

Director Certification. Two cohorts of school directors started in April. The 216 participants comprise nearly half of the existing directors. All secondary directors are included in Cohort 1. The project is committed to training all current primary and secondary school directors. Additional cohorts will be added as directors are designated for primary schools that have directors who do not meet the new standards passed by parliament last fall.

The minister approved the rulebook. It defines the program submitted by the select group last fall, as the official training program for director certification. The Ministry also added a director exam to the process. Implementation has been complicated by several factors. Two events tend to be at the root of the issues. The first is the municipal elections where opposition parties gained many mayors. The second event is the laws on decentralization taking effect on July 1 with the subsequent transfer of decision-making power to local school boards and mayors. The combination of events is creating a politically charged atmosphere for implementation. The project diligently attempts to remain neutral.

Teacher Training. Workshops for teacher trainers are nearly finished. The 15 school teams of teacher trainers from Cohort 1 finished at the beginning of the quarter and have started dissemination. The remaining 35 teams of teacher trainers comprising Cohort 2 have completed three of the four modules.

Dissemination to other teachers has been going far better than expected. Fourteen of the fifteen teacher trainer teams in Cohort 1 have completed presenting the first module in their schools with over 90 percent of teachers attending the workshops. Twelve schools have completed the second module, and one has launched into the third module. Teachers are extremely motivated. Empowering teachers and supporting school teams appear to be key elements in this success.

Career Development

School Companies:

Training Companies (Virtual Firms): Seven schools completed their first year of operating training companies. This quarter, eight school companies participated in an international fair in Montana, Bulgaria. The teachers received training in the last of five modules delivered by Bulgarian trainers. The workshop focused on student assessment.

Real Companies (firms) Forty schools received equipment for their school companies, and the remaining four should be set by September. The companies have generated a huge amount of interest in the business community. Each school has found at least one partner for their program. Companies will revise business plans this summer and be ready to launch their companies with the new school year.

Career Centers: Nineteen schools have received training in job search skills and equipment for their centers. Students and teachers who have launched VSOs (Vocational Student Organization) in their schools attended a weeklong workshop. Most of the participants were students and teachers who participated in the study tours last fall. They started thirteen VSOs. The students would like to promote VSOs in other schools and form a national organization. The project also collaborated with agricultural and electro-technical schools to promote competitions traditionally held by these schools.

Research Monitoring and Evaluation. The major push for RME this quarter was the annual student/teacher survey. The data is being analyzed and will be available by October. RME put a hold on the research project to study the effects of decentralization on education until the government implements the laws. RME continues to assist the other components in formative evaluation of their activities.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. The framework for director certification evolves

The Minister of Education and Science (MoES) continued to refine the framework for director certification. The committee appointed to develop the rulebook completed its mission on May 9, 2005 when the MoES signed this enabling legislation (unofficial translation in Annex A). It was published in the official gazette and is now in effect.

The rulebook defines the ways and means of certification. Certification is based on two elements. First, candidates must complete the training components outlined in the rulebook, then they must pass the Director Exam.

The director exam committee currently consists of six members appointed by the MoES. Inherent problems of this model are discussed in the section on concerns and challenges.

One additional piece of legislation is needed to complete the certification program. This will allow the Minister to accredit institutions to deliver training. The current thought is to have multiple providers compete for training new directors. The project will train existing directors thus leveling the playing field and eliminating the distorting effect of initial start-up training to the market. The Ministry plans to submit the law to parliament in July.

2.1.2. SEA starts training existing directors

The project will assist the ministry by providing training for 450 current primary and secondary directors during the coming year, using the select group that wrote the program as trainers. According to the laws on primary and secondary education, all directors must be certified within one year. SEA laid out a program that would meet the deadline. The workshops had to start in April to meet the deadline, but the rulebook enabling the program had not been signed.

The MoES and USAID signed a memorandum of understanding (Annex B) to allow training to proceed. SEA started the training program on April 8, 2005. The ad hoc director exam committee invited all secondary directors to start training, and 84 responded. The committee required all directors submit the documents outlined in the rulebook for their approval before training.

Primary school directors followed the same procedure. The committee verified that all directors qualified for the post according to law. In the case of primary directors, they found roughly half did not have four-year degrees and thus were ineligible for directorship. The MoES decided to let them finish their current mandate. (Most will expire within the next two years.) SEA concurred with MoES that the unqualified directors would not receive training, and the project would wait until suitable replacements were named. In any case, 132 qualified primary school directors comprise the second cohort.

The trainers wrote a code of ethics for trainers and consequences for participants who miss all or part of workshops. This proved necessary to deal with a host of excuses varying from absenteeism due to political campaigns to family tragedies. This code was necessary to protect trainers and project staff from pressure to grant political or personal favors. So far, it is working.

Both cohorts will complete their training by November 2005. At that time, the project will continue with at least one more cohort if qualified candidates are found. (See the section on concerns for discussion of this issue.)

2.2 Teacher Training

2.2.1. Teacher Training

2.2.1.1. Cohort 1 – 15 school teams

All but two of the sixty teacher trainers in Cohort 1 completed their portfolio for qualification in preparation for dissemination in April. This means the pedagogue or director observed each teacher four times and the teacher submitted an additional four lesson plans with samples of student products. The observation process provides the opportunity to discuss any concerns teachers may have. Regional Consultants verified and reported completion of the portfolios.

2.2.1.2. Cohort 2 (35 school teams)

IRA volunteers coached 15 cohort trainers during the delivery of Modules 1 and 2. SEA staff and volunteers would meet with the Cohort Trainers to prepare for the workshop a day in advance. SEA staff would conduct follow-up and review of previous workshop with Regional Consultants. The IRA volunteers do a daily review of workshops with the Cohort Trainers. They also sit in on the sessions to field questions and coach the trainers.

Cohort 2 consists of 230 teacher trainers, principals, and pedagogue/psychologists from 35 schools. Sixteen additional advisors were included from the Bureau for the Development of Education (BDE). Inclusion of BDE advisors expands the teacher support base. Eventually, many of these advisors will be assigned to the new Vocational Training Center. In addition, the Regional Consultants attend the workshops in order to start planning dissemination with their respective schools.

2.2.2. Dissemination

2.2.2.1. Cohort 1 dissemination starts

Dissemination on the modules in their schools has gone much better than expected. The local school team and assigned regional consultant plan and schedule the workshops. Attendance has been running over 90 percent, and teachers seem to be eager to participate. Delegating responsibility and power to the school team is the key to success. They have devised many different schemes for scheduling workshops. Some meet in the evening for five days. Others meet on several Saturdays. Each school finds a schedule that is most appropriate for their staff.

SEA supports the workshops by providing teaching materials and stipends for both the trainers and trainees. Teachers attending workshops receive 1500 MKD (about \$30) for attending. They receive this stipend only if they attend all sessions. This way, SEA avoids the expense and time required to organize a venue for local workshops, and teachers appear to be very happy to attend workshops in their own schools in lieu of a hotel. This comes out to be lower than official per diem paid by Macedonia to its employees. Teacher trainers receive \$100 per workshop.

Fourteen of 15 schools have completed Module 1 and twelve have completed Module 2. One school has started on Module 3. The high motivation is due primarily to empowering and supporting regular teachers.

Although not foreseen, one technique has added immensely to the success and motivation of the Teacher Trainers of Cohort 1 during dissemination. Fifteen of the Teacher Trainers are also Cohort Trainers. Therefore, when the IRA volunteers coach them for teaching Cohort 2, they return immediately to their respective schools and disseminate the same module in their schools. The confidence they build in teaching under the tutelage of volunteer shows. SEA is

now planning a similar scheme for Cohort 2. Only this time the 15 Cohort Trainers and Regional Consultants will act as coaches for planning and dissemination.

2.3. Career Development

2.3.1. School Companies

2.3.1.1. Real School Companies (Real Firms)

2.3.1.1.1. Status of real firms

Forty of the 44 schools that developed business plans have taken delivery of equipment. The remaining four schools should be set by September. The current list of school businesses is in Annex D.

The school business has generated considerable excitement and interest in the schools and communities. Every firm has found business partners and business people have demonstrated their willingness to work hand-in-hand with teachers and students to support the program.

Workshops to update business plans and refresh record keeping skills are planned for August.

2.3.1.1.2. Collaboration New Trend Company with textile schools

Two textile schools near Stip are collaborating with New Trend Company. The company is a state-of-the-art facility for computer assisted design and cutting. Gerber Company supplied schools with \$1500 software program for \$100 to train students in computer assisted design and cutting. The US Chargé d’Affaires and USAID and Minister of Education and Science attended the grand opening of a textile school company in Stip.

2.3.1.2. Training Companies (virtual firms)

2.3.1.2.1. Training Company Fair in Bulgaria

All seven economic schools sent teams to participate in the training company (virtual firm) fair in Montana Bulgaria. Eight teams (two busloads of students) went the fair. SEA used the opportunity to encourage teachers and students to find ways and means of attending events without project assistance. In this case, either the school or sponsors funded their lodging and meals. SEA covered the cost of transportation and helped with costs of chaperons. Every training company is affiliated with at least one local business.

2.3.1.2.2. Fifth and final module completed

Bulgarian trainers conducted the final workshop in the series of five workshops for teachers of training companies. The workshop focused on student assessment in the training company. SEA has trained three teachers per school this year to allow for expansion to three companies in each school (each currently has two).

Some teachers are emerging as leaders in the area of training companies and will receive additional training from Kultur Kontakt to train additional teachers in the future.

2.3.2. Career Centers

2.3.2.1. Workshops on Job Search Skills

Nineteen schools participated in workshops on job searching skills. Before starting a career center, each school must send two students, two teachers and the pedagogue/psychologist to a three-day workshop on job search skills conducted by Employment.com. This private employment agency has done exceptional work developing and teaching modules on CV

writing, job search and interview techniques. The balance of the 50 schools will have the opportunity to attend this workshop by the beginning of the next school year. Although the company does not have exclusive rights to training, it is taking advantage of an opportunity to network with schools. The company has a web-based job placement service. Synergies like this make activities self-sustaining.

2.3.2.2. Equipping career centers

Nineteen schools have received equipment to start a career center. Each school submits a list of equipment they need for their career center. Most schools request one or two computers, DVD or VHS player, monitor or other AV equipment. Now the focus turns to providing material to the center.

The center can serve a larger audience than students. It can be a resource center for teachers and the community at large.

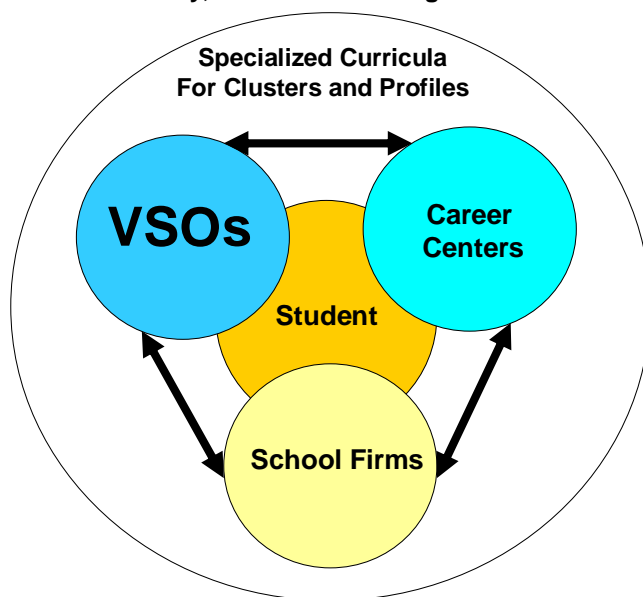
2.3.2.3. Vocational Student Organizations (VSOs)

The formation of VSOs in schools was the goal of students and teachers who participated in the study tours to the United States last November. The project has been working with them over the past year to implement their plans.

Fifteen students and fifteen teachers participated in a workshop focusing on VSO development during the last two weeks of June. Dr. Dick Joerger hosted the two study tours and helped develop the action plans with the teachers and students. In addition, he visited many of the schools. Thirteen of the schools had formed VSOs with an average of 25 students in each one.

During the workshop, Dr. Joerger and Gjorgi Kusevski worked with the school teams to develop an action plan for the next three years. (See an example in Annex C) In addition, they worked out a strategy to form a national association of students to represent all the vocational areas. The following diagram illustrates the concept of VSOs completing the career development of students, interacting with the career center and school companies.

The Context of Vocational Education is the Community, Home, Businesses, Industry, and School Settings



The student organization plays a critical role along with career centers and school firms. They form a critical link with industry by involving business partners in career development events that also can tie in with classroom activities. The students decided to launch a national organization. As a first step, they intend to divide the work of recruiting other schools according to the 14 clusters defined by the new curriculum. They will be meeting again in August to finalize these plans.

The project also collaborated for the second year with the Agricultural School Association and the Eletro-technical School Association to sponsor career development events (competitions) for students. The Agricultural schools added seed identification this year and the electro-technical association maintained their large roster of events. SEA helped find sponsors and provided some of the awards given to students. Students forming the national VSO will enlist these school associations to form additional VSOs.

2.4. Research, Monitoring and Evaluation

2.4.1. S.O. 3.4 Annual Survey

RME conducted the annual survey this quarter. One thousand one hundred fifty three teachers from sixty four schools comprised the teacher survey sample (225 teachers from 15 Cohort 1 schools, surveyed in last quarter, and 928 teachers from 49 Cohort 2 and FOSIM schools).. The student survey sample consisted of 1,693 students from 64 schools. The student forms were checked and sent for scanning, while data from teacher forms were entered in the SEA office and prepared for analysis.

2.4.2. Monitoring SEA Activities

Each component is implementing monitoring plans. Teacher training conducts regular, formative evaluations during their workshops. The annual teacher and student surveys help indicate what is happening at the student level. Regional Consultants, Cohort Trainers and IRA volunteers could conduct additional observations to document the application of teaching methods.

The director-training component has administered a baseline survey at the beginning of the series of workshops. It will be repeated a year from now when the directors have had at least 6 months to apply the knowledge they have learned in the workshops.

Company records will form the base for training and real company evaluation. However, records will not be available for evaluation until the end of the school year.

2.4.3. Research

Letters of interest were collected from several organizations that would like to implement the research project proposed for monitoring the effects of decentralization on schools. RME postponed the study until the government begins to implement the laws on decentralization.

3. Concerns and challenges

3.1. Director Training

The project is maintaining a positive atmosphere working with the MoES but has encountered many challenges to providing assistance without becoming embroiled in a system driven by party politics. The project has drawn a fine line to separate the project from political activities within the MoES. The project justifies its activities as providing training for the professional development of school directors. The select group that has worked with SEA up to this point has demonstrated extreme professionalism in the face of a highly charged political arena. The political turbulence of certification and decentralization buffet the project. The policy is to assist decision makers by providing quality information when requested for decision-making.

3.1.1. Selection of director candidates

The MoES discovered that roughly half of the primary school directors do not have the four-year degree mandated for all school directors in the laws on primary and secondary education that passed in the fall of 2004.

Initially the MoES gave the opinion that current directors could complete their current mandate but would not be able to re-apply unless they qualified for the position.

However, local elections held this spring further complicated the issue. On July 1, 2005, the laws on decentralization go into effect, transferring the appointment process to the local school boards and mayor. In the new system, school boards propose a candidate, and the mayor makes the appointment. This can continue for two rounds before the ministry intervenes. Directors can be removed with cause. However, no one seems to know how this situation will evolve. Opposition parties won in many municipalities and have vowed to change school directors at the first opportunity.

The position of SEA is to wait until a candidate receives endorsement from the school board and mayor in those schools who do not meet the legal standards for directorship.

3.1.2. Demand for certification

The Director Exam committee is receiving an extraordinarily high number of applications for director training. Many factors caused the high demand. The most obvious are:

- The perception that SEA will sponsor the training of more than sitting directors although SEA clearly and repeatedly stated its position of training only sitting directors.
- The rush of all political parties to have members of their respective organizations certified. The certification process required by law increases the sense of urgency to become certified. It states that a school board must select a certified candidate, and only in the case of no certified candidates applying can it endorse a non-certified individual. At that point, the candidate has one year to become certified.
- Many teachers are in a rush to take advantage of a new opportunity as part of their career path.

SEA is working to bring other training providers on line. Three faculties have expressed interest to provide training as a non-degree program. Cost will be a major issue, and the project is looking for additional providers such as an NGO to provide less expensive training.

3.1.3. The Directors Exam

Neither the project nor the select group proposed the concept of a formal director exam. The current rulebook requires directors to go through training in preparation for the exam. The

training program proposed by the select group trained in Slovenia will be used. However, both they and the Slovenian trainers expressed their reservations about this approach to the members of the rulebook committee. Other European experts also have voiced reservations on this system. Several issues stand out.

First, the training concept is to create a learning environment that is interactive with candidates sharing experiences and ideas as they apply the concepts learned in the workshop. A formal exam with a required reading list is fundamentally counter-intuitive to this process. It will focus on only one aspect of the training not the entire process. The Slovenian model calls for directors to write six papers as they progress through the six modules, reflecting on the application of the principles learned during the workshop. Participants share their papers during the workshop, creating a rich learning environment and collegial atmosphere. A portfolio consisting of six papers and assignments forms the basis for a pass/fail evaluation of a candidate.

Second, proponents of decentralization point out that this process runs counter to the spirit of decentralizing decision-making. With the new laws on decentralization, director appointment is the domain of school boards and mayors. The director exam effectively reinserts the MoES in the decision making process by having the director exam committee approve candidates for training, approve the training program, and finally conduct a formal examination on whatever portion of training it chooses. Members of the board are political appointees since there are no written criteria for selection of board members or code of conduct. Therefore, a high degree of suspicion persists with this process.

Third, the perception that a formal exam process can be used to screen and eliminate incompetent directors is common in the MoES. This destroys the lifelong learning atmosphere created during the workshops and gives a sense of finality to the training.

Fourth, the rulebook committee may encounter bottlenecks in giving formal exams. The rulebook states that all examinations may take up to 45 minutes each. Combined with preparation time required for each member to review papers, it is hard to conceive that each candidate will receive adequate consideration when up 450 current directors with more than 1000 additional candidates have requested training for certification. All the committee members have other full-time responsibilities.

Fifth, the exam has raised questions from potential training providers, especially faculties. Institutions that deliver training and evaluate a candidate's portfolio do not want a committee with a potential political orientation to second-guess their expertise.

Finally, the formal exam leaves the candidate with the impression that this is not the first-step in professional development of a director but the last-step. The select group is working hard to instill a lifelong learning concept in the directors during the training process and would prefer the system support this.

3.1.4. Accrediting independent institutions

One of the keys to sustainability is to get other institutions involved in director training. Several concerns will need to be addressed over the coming months. The cost of training will be an issue. On one hand, the MoES would like to keep the cost to a minimum. On the other hand, institutions need to cover their costs and perhaps earn a profit.

The independent nature of faculties in relation to the MoES is another concern. As cited above, they are concerned that the director exam will compromise their integrity.

The law that allows the MoES to accredit institutions for training will pass in early July, and the discussions can begin in earnest.

3.2. Teacher Training

3.2.1. Post-dissemination plans

Dissemination of the modules at the school level is proceeding at a remarkable pace. The project is planning new activities to continue teacher development beyond the four modules taught during the workshops. A series of workshops for Cohort 1 schools will take place in August to encourage meetings at the school level where teachers will reinforce each other in the application of the new methodologies.

The project will be monitoring the application of active learning in the schools this fall and enlist teacher support institutions to make the gains of the project sustainable.

3.3. Career Development

3.3.1. Use of funds generated by school companies

As the school companies become functional, the MoES, school boards and even communities may look to them as a funding source for school maintenance and/or activities. However, the company needs to set priorities to survive. The company managers will be encouraged to set priorities for use of funds generated from the company. Top priority is to ensure the company survives by reinvestment in equipment and maintenance. Second would be to support student activities related to the company. If funds remain, other needs can be addressed.

3.3.2. Future of the service center

Kultur Kontakt and the MoES currently fund the service center. Teachers representing all the schools involved with training companies met and discussed the future of the service center. It is staffed with two half-time teachers and housed at the MoES. Several scenarios are under consideration, and this issue will most likely be resolved during the course of this year.

4. Progress by Work Plan Activity

The tables on the following pages track progress against the new work plan for 2004-2005

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs**USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education**

<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 1: More engaging, relevant classroom instruction					
<p>SEA Result 1.1: Improved problem-solving and critical thinking skills in students</p> <p>Performance indicator: Level of problem-solving and critical-thinking skills of students as indicated by results of student problem-solving test.</p> <p>SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: Percent of trained teachers using elements of contextual learning in the teaching process and indicated by S.O. 3.4 teacher survey. Number of workshops held for use of contextual learning and number of teachers trained.</p>	Complete four modules and train four teacher trainers, school pedagogue, director in each participating school plus master trainers.	Complete training of the 1 st cohort Module 3 -November 2004 Module 4 - February 2005	February	IRA consultants BDE MoES World Learning	Module 3 completed in November. Module 4 completed in February.
		Cohort 2	March		Modules 2 and 3 completed
		Trainer of trainers workshops for master and teacher trainers.	December - August		Facilitation skills workshop conducted to train the trainers in January and extended to Cohort 1 in March
	Develop certification procedures for teachers successfully demonstrating their ability to use new methods.	Send master trainers to discuss and observe teacher trainers in Cohort 1 and document their observations, lesson plans.	October and continuing throughout the year		Regional consultants working with school teams to plan dissemination
		Conduct a discussion/focus group on teacher certification with participants of Cohort 1 during the workshop to discuss the practicality of teacher certification methodology.	November/February		RME conducted focus groups.
	Pilot dissemination phase (with at least one school that volunteers).	Ask for at least one volunteer school to develop and implement a dissemination strategy in collaboration with master trainers.	October		Cohort1 dissemination in progress (15 schools) 14 completed module 1 8 completed module 2 1 completed module 3 Regional consultants working with Cohort 2 to plan dissemination
		Send select team of master trainers and a volunteer to plan dissemination workshops with pilot school.	November		
		Support teacher trainers during pilot dissemination and document best practices and problems.	December- January		Focus groups and interviews conducted rather than pilot

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SEA Objective 1: More engaging relevant classroom instruction					
<p>Cont. SEA Result 1.2: Trained teachers using elements of contextual learning in the teaching process.</p> <p>Performance indicators: Percent of trained teachers using elements of contextual learning in the teaching process as indicated by the S.O. 3.4 teacher survey.</p> <p>Number of workshops held for use of contextual learning and number of teachers trained.</p>	Cont. Pilot dissemination phase (with at least one school that volunteers)	Develop dissemination plans and incorporate them into teacher trainer workshops for remaining 2 modules of Cohort 1 and into all four modules of cohorts 2 and 3.	November- August		Discussion conducted at each workshop and meetings held with school teams
	Revise modules	Master trainers visit schools and discuss module content and presentation with Teacher Trainers, Pedagogues and Directors.	October	IRA consultants BDE MoES World Learning	Schools assigned to regional consultants, and visits have started
		Master trainers discuss observations with IRA volunteers during workshops.	November, February, March, May		Occurring at every workshop
		Final revisions of modules completed for use in Cohorts 2-3 and dissemination.	Starting in February and following schedule for cohorts 2 and 3		All four modules completed. Revision of 1 and 2 set for July.
	Extend dissemination activities to include initial 15 schools that participated in teacher trainer workshops	Plan dissemination strategies unique to each school.	Starting in December		Cohort 1 schools have completed dissemination plans
		Supply basic equipment, materials and supplies to schools for workshops.	In time for workshops		Equipment and supplies provided as needed.
		Work out logistics with master trainers.	As needed		Dissemination started with Cohort 1.
		Document effectiveness of workshops. Document number of teachers having developed a lesson plan, taught and been observed for each of the activities outlined in the modules. Conduct focus group discussions and document observations of teachers on teaching methodologies; and implications for future dissemination efforts.	Continuous		Classroom observations conducted by IRA consultants. Regional Consultants monitor portfolios and dissemination

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs**USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education**

<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities (Performance Indicator V available)</i>
SEA Objective 2: Effective career preparatory activities					
SEA Result 2.1: Improved critical job seeking skills in students Performance indicator: <i>Percentage of students indicating they can write a CV or have been trained in interviewing and/or job searching in the S. O. 3.4 student survey</i>	Career Development Centers	Provide up to \$2000 of equipment to start a career center for schools that have identified and prepared an area for the center and submitted a list of equipment needed. (All 50 schools have applied.)	October - March	National Parents' Assn Electro-Tech School Assn Agricultural School Assn National	19 schools received equipment
		Train school pedagogues and select students in job seeking skills and developing a relationship with industry (CV writing, interviewing, job search, career exploration).	November — March	Directors' Assn MoES BDE	Training provider selected and developed / 19 schools sent for training.
		Sponsor annual competitions in technical and job-seeking skills in collaboration with industry, vocational school associations, MoES, and other projects	November - June April — May	Crafts Assn Employment Bureau Local consulting firms for training National Student Union Various Business Assns School Assns ETF GTZ National Observatory SEEU AUBG	350 student participated in a contest in February. 19 virtual firms developed. 15 students competed in the contest and 14 teams in the contest. Schools participate in international co. fairs in Croatia and Bulgaria. SEA support two series of contests in agriculture and electro-tech. Students and teachers who participated in tours have started VOS in 19 schools. Planning session held to expand the program to other organizations and form a national association.
		Support students and teachers who have participated in study tours and developed action plans. Support initiatives from school associations Coordinate national competition(s) to attract the attention of industry and higher education to vocational education.			

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
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<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicators Value (if available)</i>
SEA Objective 2: Effective career preparatory activities					
<p>SEA Result 2.2: Students participating in applied skill activities and career preparation activities</p> <p>Performance indicator: Percent of vocational students having participated in an applied skill activity as indicated by the S.O. 3.4 student survey.</p> <p>Teachers integrating career development activities into classroom instruction, as reported by students in the S.O. 3.4 student survey.</p>	Increase the opportunities for students to have business experience while in high school.	Real Firms			
		Assist schools to develop business plans for real firms.	October - November	CSHI National Parents' Assn Electro-Tech School Assn Agricultural School Assn National Directors' Assn MoES BDE AIR consultant Crafts Assn Local consulting firms for training National Student Union Various Business Assns GTZ VETIII	44 schools have completed plans.
		Provide up to \$15,000 in start-up material and/or equipment for each school successfully completing a business plan.	October - December		40 schools received equipment; 4 schools in the process of procurement
		Develop record keeping system in four pilot schools (consultant).	October		Completed.
		Extend record keeping to other real firms and follow up on records (local consultants in a series of workshops).	October - December		Completed
		Sponsor national real firm fair/competition (may be done in collaboration with vocational school associations).	April - May		Main event postponed to next year
		Sponsor youth activities and competitions in vocational areas (these include competitions on technical subjects, and/or job seeking skills; and regional study tours for students and teachers).	January - August		Working with electro-technical, agricultural and textile associations to expand contests and VSOs encouraged to develop more contests
		Virtual firms			
		Equip and launch twelve virtual firms in six economic high schools.	October	Bulgarian consultants and economic schools Kultur Kontakt BDE MoES	Completed.
		Train teachers, students and directors on operation of virtual firms in schools.	Workshops held throughout the year		All five modules completed
		Sponsor national virtual firm fair in collaboration with Kultur Kontakt.	December - January		Completed.
		Sponsor students and teachers to the international virtual firm fair in Austria.	April-May		3 firms participate in Zagreb fair; 8 firms in Bulgaria fair

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs**USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors**

<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Certification program developed and school directors certified. <i>Performance indicators: Number of people receiving certification.</i>	Completion of modules	G13 completes modules for director certification and submits them to the MoES for approval.	October 15	MoES World Learning National School for Directors (Slovenia) World Bank V E T I FOSIM	Completed.
		MoES certification board approves modules as the basis for certification.	November		Training program written into rulebook May 8, 2005
	Approval of certification program	MoES appoints certification board.	November		Completed.
		G13 submits plan for certification.	November		Completed.
		Board approves the program.	November - December		Completed
	Certification of directors	Workshops by G13 to provide training for certification.	January - August		2 cohorts started in April.
	SEA Result 3.2: School directors demonstrating improved management skills.	Activities will be addressed in future work plans.			

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
SEA Result 4.1: Effective monitoring of progress toward S.O. 3.4. Performance indicator: <i>Timely annual administration, analysis, and reporting of S.O. 3.4 teacher and student surveys.</i>	SO 3.4 Baseline Analysis and Follow-on	Report on baseline data gathered in May-June 04.	October 1,2004	MoES AIR SEA RME Staff	Completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	March-May 2005		In progress
SEA Result 4.2: Establishment of effective project monitoring systems for improved management. Performance indicator: <i>Consistent completion of quarterly program reports and creation of project monitoring database.</i>	Project component activity monitoring	Archive of previous studies and reports will be assembled at the project level.	Starting November and continuing	SEA Coordinators	Continuous.
		Develop and implement a system to document the application of new teaching methodologies in the classroom.	Continuous		Portfolio system done Classroom observations planned
		Document the number of career centers established.			In progress.
		Document the number of real and virtual firms started and establish end-of-year indicators of firm vitality based on firms' record-keeping systems.			In progress.
		Document the interaction of industry with career centers and firms in schools.			Planned.
		Document the number of directors certified.			Certification starts in November 2005.

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs

<i>Project-level Outcomes and Performance Indicators</i>	<i>Activities</i>	<i>Tasks</i>	<i>Projected Task Schedule</i>	<i>Collaborating Organizations and/or Consultants</i>	<i>Status Update of Activities & Performance Indicator Value (if available)</i>
SEA Objective 4: Effective Project Management Systems					
Cont. SEA Result 4.2: Establishment of effective project monitoring systems for improved management. <i>Performance indicator: Consistent completion of quarterly program reports and creation and continual updating of project monitoring database.</i>	Database development	RME Coordinator will collaborate with the MoES and other projects to consolidate database management.	Continuous	MoES LGRP/MDW World Bank BDE Faculties Bureau of Statistics	Other projects have taken the lead in this area.
		SEA database for project monitoring.		SEA coordinators	Continuous— several databases started for coordinators.
SEA Result 4.3: Analysis support provided to MoES on issues related to the quality, relevance, and cost-effectiveness of education in Macedonia. <i>Performance indicator: Research reports provided to MoES.</i>	Research studies	Define research topics and action plan in collaboration with MoES.	October — November	AIR	letters of interest in “decentralization” TOR received
		Implement research action plan: conduct research.	November - August	SEA local NGOs /Institutions to be identified	Research postponed until decentralization takes place

5. Looking Ahead

The following chart is the calendar for activities currently planned for next quarter, grouped by component.

Component	Date	Activity
Director Certification	July 5-7	Cohort 1 (secondary school directors) cycle 4 workshop
	August 16-18	Cohort 2 (primary school directors) cycle 4 workshop
	August 26-28	Cohort 1 (secondary school directors) cycle 5 workshop
	September 16-18	Cohort 2 (primary school directors) cycle 5 workshop
	August 4 th week September 1 st week	Finalizing Legislation Module
Teacher Training	July – 11- 12	SEA Planning meeting
	July 27 – 30, 2005	Summer meeting
	July 31 – August 4	Participation on Zagreb conference
	August – 24,25,26	3 Regional meetings with Cohort 1 schools – Self-evaluation of
	August -29,30, 31	Regional meetings with Cohort 2 schools – working on teacher qualification procedure, dissemination plans and leading the sessions by teacher trainers
	September	Working on revision of Module 1 and 2 with Macedonian trainers
	September/October	Assessment/roundtable of potential teacher support organizations
Career Development		
Career Centers	2-4 July,	Training about Job searching, CV, Job interview
	2 nd weekend of September	Training about Job searching, CV, Job interview
	4 th weekend of September	Training about Job searching, CV, Job interview
	3 rd weekend of September	VSO national convention
Virtual Firms	1 st and 2 nd week of September	Development of teachers guidebook for VF
Real Firms	20 of August-06 of September	Real firm Consultant
	25-30 August	Workshop – revising of Business plans
Research, Monitoring, Evaluation	July 2005	S.O. 3.4 2005 data analysis
	August 2005	S.O. 3.4 2005 report writing
	September 2005	Reporting to USAID
	July/August 2005	Database for DCC and CDC component developing
	July 2005	Analyzing data from teacher post-workshop survey

Annex A

Rule Book for Director Certification

*(unofficial translation of primary law,
the same applies to secondary schools))*

Pursuant to article 98 paragraph 8 and 11 of the Law on primary education (Official Gazette of the Republic of Macedonia, number 44/95, 24/96, 34/96, 35/97, 82/99, 29/02, 40/03, 42/03 and 63/04), the minister of education and science issues herewith the following

Rulebook on the procedure and the method of taking the primary school director exam, as well as on the form and the content of the certificate

Article 1

This Rulebook regulates the procedure and the method of taking the primary school director exam, as well as the form and the content of the certificate of successful passage of the director exam.

The program for director exam (hereinafter: Exam program) is a constituent element of this Rulebook.

Article 2

The Exam program lays down the content used by the primary school candidate director in the preparation for the exam.

Following the preparation as explained in paragraph 1 of this article, that the candidate taking the director exam prepares a seminar paper which is a constituent part of the individual candidate file/portfolio.

Article 3

The duration of the training for taking the director exam is specified in the Exam program in line with the content defined therein.

Article 4

Candidates can file their applications for the preparation for taking the director exam in one of the two available sessions: January and June.

The following shall be attached to the application mentioned in paragraph 1 of this article:

1. Certificate of completed relevant degree of education;
2. Confirmation in writing of relevant professional experience in an educational institution verified by the Ministry in charge of education;
3. Resume/ Curriculum vitae; and
4. Certificate issued by a physician confirming the health status of the candidate

Records of candidates mentioned in paragraph 1 are maintained by the Board.

Article 5

A personal file/portfolio is opened for each applicant for taking the director exam.

An extract of the file/portfolio of the applicant for taking the director exam is forwarded to the Board by not later than two weeks following the completion of the preparation.

Article 6

After the completion of the preparation and in line with the Exam program, the candidate files the application for taking the exam for a primary school director.

The terms available for taking of the exam are in: January, April, June and August.

Candidates meeting the conditions for taking the director exam are notified of the time and the venue of the exam by not later than 8 days prior to the exam date.

Article 7

The exam for a primary school director is taken before the Exam Board/Commission established by the Minister in line with the Law on primary education.

The board takes part in the preparations for the taking of the director exam in line with the Exam program.

Article 8

The exam for a primary school director is taken in such way that the seminar papers produced during the preparation for the taking of the exam, or parts thereof, are presented orally in line with the Exam program.

The duration of the director exam shall not exceed 45 minutes.

Article 9

During the exam for a primary school director, records are kept with the following content: name and family name of candidate, time of exam, grade awarded and other matters of relevance to the exam.

The records are signed by the president and the members of the Board.

Article 10

Candidates who pass the exam successfully receive a certificate signed by the president of the Board/Commission.

The certificate of passed exam for a primary school director is issued on form no.1 in an A4 format. It is a constituent part of this rulebook.

The certificate of passed exam for a primary school director carries: the crest of the Republic of Macedonia, the title of the Ministry of Education and Science, name and family name of candidate, date and place of birth, school in which the candidate is employed, date on which the candidate passed the exam for a primary school director, number and date of the certificate issued, signature of the president of the Board and the official seal.

Article 11

Candidates who pass the exam for a primary school director are entered in to the records maintained by the Board.

Article 12

This rulebook shall come into force on the eight day following its publication in the Official Gazette of the Republic of Macedonia.

no._07-2169/9
09. May 2005
Skopje

MINISTER,
d-r Aziz Polozani

Form no.1



Ministry of Education and Science

Pursuant to article 98 paragraph 8 and 11 of the Law on primary education („Official Gazette of the Republic of Macedonia,, number 44/95, 24/96, 34/96, 35/97, 82/99, 29/02, 40/03, 42/03 and 63/04), and in accordance with article 12 of the rulebook on the procedure and the method of taking the primary school director exam, as well as on the form and the content of the Certificate („Official Gazette of Republic of Macedonia, no. /05), the Board/ Commission for the director exam issues the following

***CERTIFICATE
OF
PASSED EXAM FOR DIRECTOR
OF A SCHOOL***

To _____
(name, father's name and family name)

born on _____ ***year*** _____

from _____
(name and place of school)

passed the school director exam

On this day _____ ***year*** _____

In accordance with the provisions of the Rulebook on the procedure and the method on taking the primary school director exam, as well as on the content and the form of the certificate

Ref. no. _____

President of the Board,



Curriculum of the program for director exam

The program is delivered through six content areas:

1. Introductory module
2. Theory of organization
3. Communication in educational institutions
4. Director as a pedagogical leader
5. Planning and Finance
6. Legislation

Each content area covers 32 hours.

1. Introductory module

Content

- Personal experience in learning, factors influencing the learning process
- Theories on learning styles, experiential learning (David Kolb)
- Characteristics of learning styles and their application in the work of the teams/organizations
- Quality of education
- Quality development approaches (effective schools, continuous improvement of operations, total quality management - TQM)
- Team and team work advantages
- Stages of team development, roles on the team (Belbin)
- School teams (establishment, development and evolution)
- Functions and roles of the manager/director
- Personal characteristics of a good leader
- Changes (phases, steps, resistance and overcoming resistance to change)
- Introduction of changes

2. Theory of organization

Content

- Notion of organization
- Contingent approaches (organization probability approaches)
- Application of organizational structure
- Constituent elements of organizational structure
- Leadership and characteristics of leadership styles
- Source and use of power
- Decision making as a management function (concept of decision making)
- Phases, styles and techniques of decision making
- Self evaluation of decision making
- School climate and culture
- Culture changes and creation of a new culture
- Leadership and school culture
- Factors influencing the school climate

- Types of schools by school climate

3. Communications in educational organizations

Content

- Importance, need and objectives of human resource management
- Employment (human resource planning, selection)
- Techniques used in recruitment of staff: interviews, testing
- Permanent full time employment
- Performance appraisal
- Communication – the basis for interaction between humans
- Notion and types of communication, verbal and non-verbal
- Communication skills – active listening, paraphrasing, stimulating discussions, feedback, critiquing formula
- Communication styles – personal style, characteristics
- Public relations
- Preparing and conducting interviews, presentation, speech, press conference
- Building the identity and good image of the director of the school
- Feedback and discussion
- Meetings- types and communication
- Successful and unsuccessful meetings - factors
- Conflicts – sources, consequences and remedy
- Negotiation and mediation methods
- Conflict driven partnership method

4. Director as a pedagogical leader

Content

- Teacher performance monitoring and evaluation – function and objective
- Teaching process and teaching skills
- Recommendations and instruments of monitoring and evaluation of the teaching process
- Interview after monitoring
- Teachers and education reforms
- Personal and professional development
- New concepts of education of staff
- The director and staff development – basic principles
- Professionalization of teachers
- Motivation - criteria, parameters
- Motivation in education and the director in the role of a motivator

5. Planning and Finance

- Vision and statement of vision, significance of vision
- Fundamental values and beliefs
- Characteristics of a good vision
- The director and the vision
- Mission and mission statement
- Planning- levels and types
- Strategies and approaches to planning
- The planning process – steps in planning
- Strategic intent
- The notion of planning for development (elements/structure of planning for development)
- SWOT analysis
- Definition of priorities (objectives, activities)
- Monitoring and evaluation of planning
- Successful planning - factors
- Types of financing and instruments of financing education
- Budget allocation and execution in EO
- Financial planning
- Topical issues pertaining to the financing of educational organizations

6. Legislation

Content

- Law on primary education
- Law on secondary education
- Competencies of the Ministry in charge of Education
- Competencies of local authorities in respect of education
- Competencies of the State Education Inspectorate
- Competencies of the Education development Bureau
- Competencies of the director of an educational organization
- Pedagogical documentation and records
- Student Evaluation and progress
- Law on employment
- Termination of employments due to economic, structural, technological and other changes in the school
- Public procurement law

Duration

The duration of the program means the total time required for the participant to master the entire content of the Exam program.

The total duration of the program is divided into:

- ***Direct training*** – participants master the content of the program. The direct training of participants is delivered in 18 hours with 9 sessions of 90 minutes over a three day period.
- ***Individual work-*** participants prepare seminal paper on topics specified in the content covered.

- **presentation** – each participant presents his/her seminar paper to the rest of the group and the relevant instructor who delivered the content.

<u>Module name</u>	Direct training	Individual work	Presentation	total
1. Introductory module	18	10	4	32
2. Theory of organization	18	10	4	32
3. Communication in educational organizations	18	10	4	32
4. Director as a pedagogist	18	10	4	32
5. Planning and Finance	18	10	4	32
6. Legislation	18	10	4	32
<i>Total</i>	108 hours	60	24	192 hours

Methodology

- Lectures, presentations, facilitating discussions, exercises, role play, case study, round robin, brainstorming, reflection, seminar paper
- Frontal, individual, work in pairs and group work

Aids

Computer, LCD projector, overhead projector, transparencies, flipchart, handouts and other.

Annex B

Memorandum of Understanding between USAID and MoES for Director Training



REPUBLIC OF MACEDONIA
Ministry of Education and Science



MEMORANDUM OF UNDERSTANDING

The purpose of this Memorandum of understanding is to express the commitment of the Ministry of Education and Science and the Secondary Education Activity (SEA) project, funded by the United States Agency for International Development (USAID) to fulfill the necessary conditions for the successful implementation of the Program for Director Examination (*Certification*).

In the spirit of cooperation, the Ministry and USAID fulfilled the Memorandum of Understanding signed in April 2004. The SEA project organized and coordinated training of 13 selected educators who wrote and proposed a preparatory training program. The Ministry provided the legal framework for director examination certification in the Laws on Primary and Secondary education and the “*Rule book*” that defines the procedure for director exam.

The Program for Director Examination has the goal to increase professional capacities of school directors for managing human, material and financial resources, and raising their level of educational leadership, management, finances and pertinent legislation. The examination program supports Ministry’s initiative to depoliticize and professionalize school directors.

USAID agrees to work with SEA project to do the following:

1. Organize training for up to 450 directors or director candidates in primary and secondary schools in the Republic of Macedonia in line with the director exam program. This is a pilot training program for directors and director candidates who meet the requirements set forth by the laws on education.
2. Organize workshops according to the schedule prepared in cooperation with the Commission for director exam and in compliance with the stipulations set by the “rule book” and deadlines set by the Laws for director exam.
3. Provide certified G-13 trainers and experts who will deliver training in legislation and financing of schools and cover their expenses.
4. Provide continuous monitoring and evaluation of the workshops in collaboration with the Ministry of Education and Science.
5. Cover training costs and provide training materials for all trainees.
6. Organize an independent evaluation of the pilot training program upon completion and give recommendations to the Ministry.
7. Make recommendations to make the program sustainable.

The Ministry agrees to do the following:

1. Fulfill the obligations set by the laws on education and “rule book” for the director exam and those recommended by the director exam Commission working in collaboration with the trainers.
2. Provide data on primary and secondary school directors necessary for organizing the training.
3. Provide conditions for close cooperation among the Commission for director exam, the trainers, and SEA project.
4. Collaborate with SEA in monitoring and evaluating the workshops.
5. Authorize G-13 trainers’ time off from their regular duties to prepare and conduct training according to the schedule developed by SEA without reducing their salaries.
6. Collaborate with SEA to make the director exam program sustainable.

Aziz Polozani
Minister of Education and Science

Dick Goldman
USAID Mission Director

Date: _____

Annex C

Example of VSO Action Plan

ACTION PLAN – YEAR ONE

Name of Participants (Teacher and Student(s)): Nada Hristovska and Vladimir Kuzmanovski	
Name of School: D.S.Z.U. Kuzman Shapkarev Bitola	
Name of Cluster or Sector: AGRICULTURE	
Name of Training Program: Establishing and Maintaining VSO's in Macedonia	
Training Dates:	7/1/2005 – June 30, 2006
Action Plan Time Frame:	7/1/2005 – June 30, 2006
USAID Strategic Objective / Intermediate Result addressed by training: <ul style="list-style-type: none"> - Establishment of VSO's in Macedonia - Creation of initial level career development events for competitions for selected vocational areas in Macedonia 	

Goal 1: Complete VSO Organization Development Activities Strategy: ■ Use Training Resources from VSO to Complete All Organizational Components Timeline: ■ Year: Details of Months on Plan of Activities Planning Grid				
Event No. on the POA Grid	Event Description	Time Frame (Months)	Resources Needed	Describe the Results / Outcomes
1	Membership meeting	Sept, Oct	-meeting room, -computers, presentation, -president, advisor, -paper for membership cards	- at least 30% members from the students in 1 st and 2 nd year - electing officers for the following year
2	Create a Logo	Set, Oct	-office, -computers, -paper and materials, -printer, -members and advisors	-to create a logo (printed on the paper, emblem with the logo)
3	Complete Constitution	Oct	-office, -computers, -working version of the constitution, -members and advisors	-to create a constitution for the our school's VSO

Goal 1: Complete VSO Organization Development Activities				
Strategy: ■ Use Training Resources from VSO to Complete All Organizational Components				
Timeline: ■ Year: Details of Months on Plan of Activities Planning Grid				
Event No. on the POA Grid	Event Description	Time Frame (Months)	Resources Needed	Describe the Results / Outcomes
4	Create training activities for the members	Oct, Nov	-office, meeting room, computers, paper, copy, presentation, materials from FFA, from meetings in Macedonia, members, advisors, guest students from other clusters (students who were in USA)	-activities will provide information about constitution, vision and mission of our school VSO (printed version will be prepared and delivered for each participant) -share the benefits of the organized work
5	Create training activities for teachers	Nov	-office, meeting room, computers, paper, copy, presentation, materials from FFA, from meetings in Macedonia, members, advisors, guest students from other clusters (students who were in USA)	-activities will provide information about constitution, vision and mission of our school VSO (printed version will be prepared and delivered for each participant) -15% of teachers to become advisors

Goal 2:	Conduct Membership Development Events			
Strategy:	■ Use Training Resources from VSO to Complete All Organizational Components			
Timeline:	■ Year: Details of Months on Plan of Activities Planning Grid			
Event No. on the POA Grid	Event Description	Time Frame (Months)	Resources Needed	Describe the Results / Outcomes
1	Training session for members of the VSO	Oct, Nov	-meeting room, officers, members, advisors, materials, papers, pens, notebooks	-plan of the activities for the school's VSO for the following year -POA on the wall -making adjustments if necessary
2	Social activities	Oct-Jun	-office, computers, materials, internet, school wall paper, members, advisors, Soc. partners	-promote the VSO, create positive effect and gain interest at potential new members (20% more members in 1 st and 2 nd)
3	Prepare and participate for the agriculture schools contest	March, April	-mechanization, tools, books, plants, computers, internet, participants, advisors	-achieve at least some of the first tree places and medals for single or in team(boy, girls)
4	Visiting the fair in Novi Sad	May	-bus, sponsors	-Experience, new knowledge, new relationships created
5	Recognition event	May, Jun	-sponsors, develop criteria for recognition, partners, members, advisors, principle	-promote the active members of the VSO, satisfaction, party and fun

Goal 3:		Conduct Chapter Development Events		
Strategy:		■ Use Training Resources from VSO to Complete All Organizational Components		
Timeline:		■ Year: Details of Months on Plan of Activities Planning Grid		
Event No. on the POA Grid	Event Description	Time Frame (Months)	Resources Needed	Describe the Results / Outcomes
1	Conduct money-raising activities (selling flowers, vegetable, fruit, tickets, organize sport activities...)	Oct-May	-goods, sponsors, partners, members, advisors	-start gaining finance for the VSO
2	Provide fliers, web page	April, May	-office, materials, printers, internet, members, advisors	-increase the agricultural education, more participants (at least one class more than last year)
3	Sending letters, posters and brochures to prospective 8 th grade members and in elementary schools in the region	May, Jun	-office, materials, envelopes, printers, internet, members, advisors	-increase the agricultural education, more participants (at least one class more than last year)

4	Organize 'Open school ' week	May, Jun	office, materials, members, advisors, teachers	-increase the agricultural education, more participants (at least one class more than last year), -inform parents and students about available opportunities
Goal 4: Conduct Community Development Events Strategy: ■ Use Training Resources from VSO to Complete All Organizational Components Timeline: ■ Year: Details of Months on Plan of Activities Planning Grid				
Event No. on the POA Grid	Event Description	Time Frame (Months)	Resources Needed	Describe the Results / Outcomes
1	Conduct service activities for school, business, community	Sep-Jun	-office, Soc. Partners, members, advisors, teachers, principle	-to improve the economic wealth of the community, -provide food, clothes for social peoples
2	Cleaning communities	Mar.	-members, advisors, glows, brooms...	- to improve the ecological wealth of the community
3	'Red Cross' blood donation	April	-members, teachers	- to improve the wealth of the community

Annex D

List of School Companies

Vocational cluster(s) in the school	Type of company or product	Number of students in Vocational Classes	City	School name
Agricultural	Eggs production	233	Valandovo	Goce Delcev
Agricultural/ Wood processing	Green house	617	Kavadarci	Gjorce Petrov
Agricultural/Food processing	Bakery	782	Strumica	Dimitar Vlahov
Agriculture	Apple production	90	Resen	Car Samoil
Agriculture/Food processing	Bakery	721	Prilep	Orde Copela
Agriculture/Veterinarian	Feed mill	505	Bitola	Kuzman Sapkarev
Agriculture/Veterinarian	Crop production	563	Skopje	Braka Miladinovci
Agriculture/Veterinarian	Feed mill	717	Sveti Nikole	Koco Racin
Art	Art products	242	Skopje	Lazar Licenovski
Chemical/Technology	Dried fruits and vegetables	637	Skopje	M.S. Kiri
Economic	Paper recycling	575	Bitola	Jane Sandanski
Economic	Accounting and printing services	563	Ohrid	Sv. Kliment Ohridski
Economic	Accounting and printing services	556	Strumica	Jane Sandanski
Electrical	Electrical services	1421	Skopje	Mihajlo Pupin
Electrical/Mechanic	Car repair and service	588	Kavadarci	Kire Spandjov Brko
Electro-technical and mechanical	Car repair and service	741	Prilep	R.R. Ricko
Food processing	Bakery	213	Kratovo	Mitko Pengjukliski
Food processing / Electrical	Bakery	669	Negotino	Sv. Kiril i Metodij
Forestry	Green house	419	Skopje	Georgi Dimitrov
Graphic/Food processing/ Personal services	Hair dresser and cosmetology	1353	Skopje	Dimitar Vlahov
Graphic/Textile/Mining/Traffic	Printing services	967	Bitola	Taki Daskalo

Vocational cluster(s) in the school	Type of company or product	Number of students in Vocational Classes	City	School name
Mechanic	Nail production	213	Kriva Palanka	Gjorce Petrov
Mechanic	Aluminum products (doors and windows)	1252	Kumanovo	Nace Budjoni
Mechanic	Metal products	721	Skopje	8-mi Septemvri
Mechanic/Economic	Nail production	506	Kicevo	Mirko Mileski
Medical	Massage center	925	Stip	Jane Sandanski
Medical	Dentist services	2422	Tetovo	Nikola Stejn
Medical/Textile/Chemical/Technology	Distilled water	623	Veles	Dimitrija Cupovski
Medical/Textile/Services/Mining/Wood process.	Furniture	956	Prilep	Gjorce Petrov
Metallurgy	Jewelry products from gold and silver	256	Radovis	Kosta Susinov
Metal working/Tourism/Catering	Metal and aluminum products	558	Gevgelija	Josif Josifovski
Metal working/Mining	Metal products	322	Probistip	Naum N. Borce
Musical	Recording studio	129	Bitola	Muzicko uciliste
Musical	Recording studio	137	Stip	Muzicko uciliste
Musical/ballet	Recording studio	335	Skopje	Ilija Nikolovski Luj
sport	Fitness center	501	Skopje	Metodi M. Brico
Textile	Textile products	296	Delcevo	Metodi M. Brico
Textile	Textile products	359	Skopje	Koco Racin
Textile	Printing services (on textile, leather and paper)	947	Stip	Dimitar Mirasciev
Textile	Textile products	323	Vinica	Vanco Prke
Textile/ Wood processing	Textile products	127	Berovo	Aco Rusevski
Textile/Chemical/Technology	Textile products	1087	Tetovo	Goce Stojcevski
Textile/Economic/Services/Chemical	Production of paper bags	1502	Stuga	Niko Nestor
Tourism/ Catering	Catering services	194	Krusevo	Naum N. Borce